



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																											
Topic theme	One World (PSHE, Geography & Computing)	The Mayan Civilisation (History and Geography)	Natural Disasters (Geography)	Ancient Greece (History)	Local Area Study – Settlements and Land Use: Cornwall Vs. California (Geography)	Vikings (History)																											
Enquiry question	Are we a global society?	Who gave us chocolate?	Is the world angry at us?	Are we civilised?	How does Cornwall compare to California?	How did the Vikings affect Britain?																											
	Narrative – The Explorer by Katherine Rundle Non-fiction – To inform Non-chron report – Rainforests	Narrative – Myths and legends Poetry – Free verse including figurative language	Narrative – Flood by Alvaro F Villa Non fiction – Explanation text – Volcanoes	Narrative – Mark of the Cyclops by Saviour Pirota Poetry – Falling Out of the Sky: Poems about Myths and Monsters by Emma Wright	Narrative – Front Desk by Kelly Yang Non fiction – Newspaper report	Narrative The Last Viking by Terry Dreary Poetry – Change by Karl Nova																											
Geography/ History	Geography <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	History <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements Mayan civilization c AD 900 contrasted with British History 	Geography <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locate the world's countries, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Describe and understand key aspects of the physical geography within North and South America, including: <table border="1"> <thead> <tr> <th></th> <th>North America</th> <th>South America</th> </tr> </thead> <tbody> <tr> <td>climate zones and biomes</td> <td>tropical, dry, temperate, continental and polar</td> <td>tropical, temperate, arid and cold</td> </tr> <tr> <td>vegetation belt</td> <td>tundra, boreal forest, deciduous forest, subtropical, grasslands, desert, rainforest</td> <td>Rain forest, desert, and savanna</td> </tr> <tr> <td>extreme events</td> <td>volcanoes, earthquakes, hurricanes, flash floods, cyclones</td> <td>floods, tsunamis, hurricanes, volcanoes, earthquakes</td> </tr> </tbody> </table>		North America	South America	climate zones and biomes	tropical, dry, temperate, continental and polar	tropical, temperate, arid and cold	vegetation belt	tundra, boreal forest, deciduous forest, subtropical, grasslands, desert, rainforest	Rain forest, desert, and savanna	extreme events	volcanoes, earthquakes, hurricanes, flash floods, cyclones	floods, tsunamis, hurricanes, volcanoes, earthquakes	History <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements Ancient Greece – a study of Greek life and achievements and their influence on the western world <ul style="list-style-type: none"> government science, philosophy, literature 	Geography <ul style="list-style-type: none"> Describe and understand key aspects of the human geography within North and South America, including: <table border="1"> <thead> <tr> <th></th> <th>North America</th> <th>South America</th> </tr> </thead> <tbody> <tr> <td>types of settlement</td> <td>urban, rural, isolated</td> <td>urban, rural, dispersed</td> </tr> <tr> <td>land use</td> <td>forest, shrubland, agriculture, grassland</td> <td>pasture, cropland, plantation</td> </tr> <tr> <td>trade links</td> <td>gas, petrol, other fuel, cars, vehicle parts</td> <td>agriculture (sugar, coffee, tobacco)</td> </tr> <tr> <td>natural resources</td> <td>coal, bauxite, copper, iron</td> <td>minerals (gold, iron, copper), gems, titanium</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a North or South America. 		North America	South America	types of settlement	urban, rural, isolated	urban, rural, dispersed	land use	forest, shrubland, agriculture, grassland	pasture, cropland, plantation	trade links	gas, petrol, other fuel, cars, vehicle parts	agriculture (sugar, coffee, tobacco)	natural resources	coal, bauxite, copper, iron	minerals (gold, iron, copper), gems, titanium	History <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
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<p>Science</p>	<p>Materials</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p>Properties and changes of materials</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda <p>Electricity</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram 	<p>Sound</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and the strength of the vibrations that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases <p>Earth and space</p> <ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>Light</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	<p>Animals</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things <p>Living things and their habitats</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some animals describe the life process of reproduction in some plants <p>Animals</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics 	<p>Plants</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Animals, including humans</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age <p>Evolution and inheritance</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>Animals, including humans</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey <p>Animals, including humans</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 	<p>Electricity</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors <p>Forces</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect <p>Animals, including humans</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans
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Class 3 (Y4, 5 & 6) – Year B

PSHE	One World Global Citizens Global Warming Energy Water Biodiversity In Our Hands	Safety First You are Responsible What are the Risks? Making Your Mind Up In an Emergency Home – Safe and Sound Outdoors – Playing It Safe	Money Matters Look After It! Critical Consumers Value for Money and Ethical Spending Budgeting Money and Emotional Wellbeing Money in the Wider World	It's My Body Your Body is Your Own Exercise Right, Sleep Tight Taking Care of Our Bodies Harmful Substances How we Think and Feel about Our Bodies Healthy Choices	Be Yourself You Are Unique Let it Out Uncomfortable Feelings The Confidence Trick Do the Right Thing Making Amends	Growing and Changing Changing bodies Changing emotions Just the way you are Relationships Let's talk about sex Human Reproduction
Art/DT	Art - Colour	DT – Textiles	Art – 3D form and perspective	DT – Electrical systems for example, series circuits incorporating switches, bulbs, buzzers and motors]	Art - Drawing	DT – Digital – programming Apply their understanding of computing to program, monitor and control their products
RE	Why do Hindus want to be good?	How do Christians decide how to live? 'What would Jesus do?'	What does it mean if Christians believe God is holy and loving?	What matters most to Humanist Christians?	Why do some people believe in God and some not?	How does faith help people when life gets hard?
Computing	Switched on Computing					
	4.5 We are artists (Computer Science: Artists)	6.3 & 6.5 We are publishers / advertisers (Information Technology: Media)	4.4 & 5.4 We are web developers / bloggers (Digital Literacy: Online Safety)	6.6 We are AI developers (Computer Science: Coding)	5.3 We are architects (Information Technology: Media)	6.1 We are toy makers (Computer Science: Coding)
Music	Charanga - Listen & appraise, musical activities, perform & share					
	6.1 Happy	6.2 Jazz 2	6.3 A new year carol	6.4 You've got a friend	6.5 Music and me	6.6 Reflect, rewind, replay
PE	OAA – Orienteering Hockey	HRE Netball	Wild Tribe Gymnastics	Volleyball Dance	Badminton Athletics	Rounders / Athletics Wild Tribe